Managerial Negotiation

Fall 2013
Tuesdays 2:15-5:30 p.m.
Prof. Seth Freeman
Course Number: B8510-003

Office: Uris 218
Office Phone: 212-854-7903
E-mail: sf124@columbia.edu
Office Hours: Tuesdays 11:30 a.m. -12:30 p.m.
Teaching Assistant: TBD

COURSE DESCRIPTION
There are two purposes to this course:

1. to develop your ability to negotiate in a purposeful, principled and effective way; and
2. to teach you how to manage complex conflicts and deals, and lead groups to wise agreements.

Negotiation is a social skill, and like all social skills you have to practice it if you want to get better at it. To give you the chance to practice, we'll do a number of simulated negotiations in and out of class. We'll also use lectures, case studies, exercises, games, videos, and demonstrations to help you develop your understanding. As we advance in the course, our focus will shift from simple one-on-one negotiations to more complex ones involving many parties, agents, coalitions, and organizations. The cases and simulations we'll use along the way will cover a wide range of business situations, including

- a troubled software partnership
- a business acquisition
- a TV syndication deal and
- a group on group re-negotiation of an international aircraft engine deal

We will also do a joint simulation with students from Columbia Law School.

A few of our simulations this semester will involve out-of-class negotiation or team preparation work.

Since there is really no way to make up the experiences we create in class, and since your participation will help your classmates learn, I will expect you to attend each class.

Welcome to the course! I hope it will be one of the highlights of your time at Columbia, and that it will help you handle conflict and business dealings with confidence and wisdom.

Draft August 28, 2013
REQUIRED PREREQUISITES AND CONNECTION TO THE CORE
There are no prerequisites other than completion of the core. The course explores more deeply those aspects of the core where managers with different perspectives and values must make decisions. Negotiating is the process managers use to make such decisions.

COURSE OBJECTIVES
By the end of this course, I want you to be able to demonstrate that you can wisely

1. handle win/lose (or ‘distributive’) negotiation.
2. bridge gaps- where at first it seems like only impasse is possible- using ‘interest-based’ negotiation concepts.
3. understand and manage complex negotiations and conflicts with many parties, many issues, and many factions.
4. prepare a detailed and effective plan for a difficult business negotiation
5. increase your influence and creative power at the table through moves away from the table
6. manage the dynamics of coalitions, which you’ll face in teams and organizations;
7. work effectively with lawyers in a serious contract dispute
8. build consensus and lead meetings effectively; and
9. tell if you've reached a good outcome in a negotiation, using specific measures of success.

CLASSROOM NORMS AND EXPECTATIONS
Handouts - You'll find handouts for the day's class in a stack near the door as you walk in. Please take one of each handout. There will be lots of handouts. I will post most handouts on our Angel website within a couple of days after class.

Office Hours I strongly encourage you to come talk with me about your course work or any other concerns you are having about school or life beyond it. I hold drop-by ‘office’ hours at my lectern immediately following class. I also hold office hours in Uris 218 from 11:30-12:30 p.m. Tuesday and at other times by appointment. If you'd like to set up an appointment, just contact me.

When and How to Reach Me:
Phone: You are welcome to call me any time from 10:00 a.m. to 6:00 p.m. any day but Sunday. My phone number is (212) 799-8720. Please do not call to tell me you will miss a class. e-mail: My address is sf124@columbia.edu.

For more norms and expectations, see Method of Evaluation below.
METHOD OF EVALUATION

You have some choice about how I'll figure out your grade for the course. You can elect to take two, one or no exams.

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<thead>
<tr>
<th></th>
<th>2 exams</th>
<th>1 exam</th>
<th>no exams</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>3 memo comments*</td>
<td>30%</td>
<td>55%</td>
<td>85%</td>
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<tr>
<td>3 memo comments*</td>
<td>30%</td>
<td>See note**</td>
<td>0%</td>
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<tr>
<td>3 memo comments*</td>
<td>30%</td>
<td>See note**</td>
<td>0%</td>
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*If you also do the optional real life project (see below), you may drop your lowest memo grade.

**If you do just one exam, that exam will be worth 33% of your grade and the other 0%.

Why do optional work? To diversify risk, learn more, and have more direct control on your final grade. (Some of the comment memos will be team submissions.) Why are some items optional? To give you the option to lighten (or shift back) your work load as the semester ends.

A Word About Grading Policy Generally

There is no curve. If every student does excellent work, I believe every student should receive an excellent grade. At the same time, I believe that the requirements for excellence in the course should be similar to those in the business world, so excellence in the course takes considerably more thought and effort than average work does.

For your reference, the mean for exams tends to be about an 89; papers 87; class participation 89.

Class Participation. A key part of class participation is being here. Each class I will expect you to be prepared fully to discuss assigned readings and simulations, to be active in our in-class exercises, and thoughtful in your contributions. You should expect me to call on you periodically. When I do, you should be ready to comment on the observations of other students and the material under discussion. I will also encourage you to talk about things that anger you, amuse you, surprise you, or strike you as just plain wrong. Since you'll be writing comments about several simulations that we'll do or debrief in class, it's especially important not to miss those classes. I will also look for signs you were listening to your classmates when you write about simulations we discuss in class.

Asking Questions. One very good way to participate in class is to ask questions. I particularly encourage you to ask 'dumb' questions. (As you'll see, one of the central points of the course is that 'dumb' questions have remarkable value in negotiations.) Usually they are the best contributions of all.

Blogging. You can also enhance your class participation grade in a fun way by participating in our course blog. The more and better you participate there, the more it can enhance your grade. Go to Canvas→Discussion→Negotiation Course Blog to share ideas, stories, thoughts, articles, videos, movie
clips, and more about negotiation. I may share noteworthy posts in class. The only rule for the blog: be respectful to classmates.

**Laptops, Internet, and WiFi.** I do permit students to use laptops in class. However, out of respect for everyone and to improve class participation, I do not permit students to use the Internet during class. If you have a special need, please speak with me about it outside class. Also, if I find that students are using laptops in a distracting or inappropriate way that undermines the class's attention, I may announce that I am barring laptops from the classroom or that I will need to review students’ laptop notes after class. Please use your laptop appropriately.

**Coming and Going.** It’s very distracting for students when other students arrive late and leave early. Please plan to be in class on time at the start of class and at the end of a break. Please also let me know if you plan to leave early. If I sense a distracting pattern is developing, I will need to limit late arrivals.

**Self-Assessment.** To help determine your grade for class participation, I will rely in part on your own assessment, using a simple form, which I will ask you to complete and submit in our last class. The form will ask you about the quality and quantity of your participation: to what degree your contribution was active, thoughtful, and helpful, and how much you were contributing this way.

**Attendance Sheet.** Please be sure each class to sign the attendance sheet- a standard feature of negotiation courses around the world. Usually, the sheet will be waiting for you by the door as you enter. If the attendance sheet asks, be sure to note if you are ready to discuss a given assignment by writing "YES" or "NO" next to your signature. Sometimes a student will understandably tell me he feels that an attendance sheet is unreasonable, but I think you'll agree that it's really a help to you. Since there's no substitute for being here and since I want to be sure I give credit where credit is due, a sheet helps assure us that I'm giving you the credit you deserve.

**Class Participation Grading Guidelines.** To determine your grade for class participation, I usually begin by assigning a student a base grade, using students’ self-assessments to guide me. Then I add points if I feel the student's comments and questions during class discussion, and her involvement in the simulations, were particularly good, and I deduct points if the student was not very engaged or missed several classes (see below). Basic class participation grades usually range from about an 83 to a 95.

**What If You Do Miss Class(es)?** Since I know you have a very full life, there's no penalty if you miss one of our 12 classes. However, each of the other class meetings is worth roughly 1/2% of your grade for the course (or, if you skip the optional exam(s), roughly 1%). The only exceptions are for

- religious or civic obligation
- serious family emergency or
- serious illness

Just give me a brief note explaining the matter as soon as you reasonably can if this is the case. Please do not ask for an exception for other reasons, such as an interview, a work eruption, a computer malfunction, an unexpected business trip, or a conflicting event. While these things are certainly important, I expect you to make this course a priority as you would a major business undertaking. There's no need to notify me or apologize to me if you miss a class.

**If You Expect to Miss More than Two Classes.** Please talk to me about it as soon as possible after class. While I'd love you to stay, we may conclude you shouldn't take the course this semester if you expect to miss several sessions - but check with me first.
The Three Required Simulation Memos. The three required memos about simulations will be about

- the Texoil simulation (a Type C assignment*)
- the Babylon Cellular simulation (a Type C assignment*), and
- the PowerScreen simulation (a Type A assignment*)

I'll tell you how to prepare each of the memos. One will be a team memo; two will be a solo memo. The first memos will be no more than two pages long; the later one will be longer. As I'll explain in more detail later, in each I'll be asking you to discuss specific lessons (with examples), discuss specific concepts and readings that applied, and discuss why they applied.

The best memos succinctly discuss several applicable lessons and concepts, and give specific details to briefly illustrate how a given lesson or idea applied. In the first memo, which you’ll write alone, I'll also ask you to include a paragraph about the student you negotiated with and give her a copy. The paragraph should discuss at least one thing the student did well, and at least one constructive suggestion she can use to improve future negotiations. Don't worry what another student say about you; it won't affect your grade. What counts is how specifically and constructively you write about her.

The Optional Real Life Project (a Type C assignment*). While you may waive this assignment, you may elect to submit any one of several different types of memos any time during the semester up to our next to last class. Detailed information appears in your Reading Packet. If you do this assignment, you may drop the lowest memo grade you get this semester. You may not drop a memo assignment, however, or an exam grade.

A Word About Writing. Since good writing counts in business, I will base part of your grade for written work on your writing. Use simple words and sentences whenever you can. Please be succinct.

Non-Gradable Self-Quizzes. You won’t hand these in. These short exercises will let you test yourself on basic ideas we’ll cover in the first few sessions. They’re extra ways to help you get key concepts.

* Columbia Business School uses the following assignment categories:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Designation</th>
<th>Discussion of concepts</th>
<th>Preparation of submission</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>group / group</td>
<td>Permitted with designated group*</td>
<td>By the group</td>
<td>Same grade for each member of the group</td>
</tr>
<tr>
<td>B</td>
<td>group / individual</td>
<td>Permitted</td>
<td>Individually</td>
<td>Individual</td>
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<td></td>
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<td>(No sharing of any portion of the submission)</td>
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<tr>
<td>C</td>
<td>individual / individual</td>
<td>None of any kind</td>
<td>Individually</td>
<td>Individual</td>
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<tr>
<td>D</td>
<td>(An optional category to be defined in detail by the individual faculty member)</td>
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The Optional At-home Midterm and Final Exams (a Type C assignment*). You may take either, neither, or both of the at-home exams. I'll give out the midterm in class; I'll email the final on the date of our final exam. Each exam will present you with a negotiation case and ask you to write about the case using specific course concepts. For example, an exam may ask you to prepare a negotiation plan based on the case, or comment on how you would handle the case, or ask you to comment on the wisdom of a specified deal. Each exam will also ask a couple of other questions that will require shorter answers. If you elect to take a given exam you'll need to return it via email by the deadline a few days later by sending a copy to me and to our Teaching Assistant. I will design each exam so you can complete it within 75-90 minutes. If you elect not to take a given exam, you won't need to do anything; simply ignore it. Of course, you'll need to observe the Columbia Honor Code and take the exam yourself alone.

**Deadlines.** If you miss a deadline for a written assignment, I will deduct three points for that assignment for the first day it's late, and one point for each additional day except Sunday. The only exception is for religious or civic obligation, serious family emergency, or serious illness. Just give me a note as soon as you reasonably can if this is the case. Please do not ask for an exception for other reasons.

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**Biography**

My name is Seth Freeman, J.D. I practiced corporate and securities law in large New York firms for six years following my graduation from the University of Pennsylvania Law School in 1984. Since the 90s I have taught law and business at several schools, and I am now an Adjunct Professor at Columbia Business School. I teach in the full time MBA and the Executive MBA program. I also teach at the School of International and Public Affairs.

I am also an assistant adjunct professor at NYU’s Stern School of Business, where I teach both business students and law students from NYU Law School. I am also a visiting professor at Bordeaux École de Management in France, and at Zhongshan University's Executive MBA program in Guangzhou. I have also taught at the World Economic Forum in Geneva, and at Beijing University’s Special International MBA program in Shenzhen and Beijing.

My columns have been published in the New York Times, the Christian Science Monitor, and USA Today. I am the author of The Ready & Able Negotiation: How To Get Set for Any Negotiation with 'I FORESAW IT,' the Breakthrough Preparation Tool.

My main subject is negotiation and conflict management. I have also taught courses on the economics of complex decisions, securities regulation, corporate law, and general business law. I also serve as a trainer and consultant on negotiations for organizations such as JPMorgan Chase and other Fortune 500 firms, the United Nations and Acumen Fund. I've also been an active student of mediation and other forms of alternative dispute resolution, and have served as a mediator for the Queens Mediation Center.

I'm married to my wife Cary, who is an actress. In 2009, we adopted our daughter Hannah from Taiwan. On Christmas Day, 2011, we adopted our daughter Rachael from China. We live on the Upper West Side. I’m a Connecticut native, a songwriter, poet, essayist, and, for the past couple of decades, a New Yorker.

My work in private practice included transactions involving initial public offerings, corporate restructurings, and aircraft financing. I graduated from Cornell University with a degree in economics.
REQUIRED COURSE MATERIAL

Here are the readings for the course:

**Required:**  
Getting To Yes ("YES") by Fisher & Ury  
Reading Packet (The Business of Negotiation)

**Recommended but not required:**  
Getting Past No ("NO") by Ury  
Bargaining for Advantage by Schell

You should complete the reading assignments before the class indicated unless otherwise noted. Readings will comprise a significant portion of the subject matter for your writing assignments and at least one of the exams. Sometimes I will also distribute other materials. Exams and assignment.

### SESSIONS

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<th>Topic</th>
<th>What We’ll Do</th>
<th>Reading</th>
<th>Things To Do</th>
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| 1  | September 3| **Interest-Based Negotiation** | Introduction to the Course and My Vision for You; Introduction to Negotiation; Two types of Negotiation; Interests and Interest-Based Bargaining; Texoil Simulation; Finding Creative Trades with Interests and Options (time permitting) . | No assignment.                  | Optional: Contribute to Our Course Blog:  
I invite you to post a brief answer to this question there: “What is one of the funniest, best, worst, or most memorable negotiation you’ve seen or done?” Canvas ➔ Discussion ➔ Negotiation Course Blog. You can see my answer there.  

**Find in outline for Class 1:**  
Assignment memo describing the required first comment memo due in Class 2.  

**Pick up:**  
Positions, Interests & Options Non-Gradable Self-Quiz #1. |
| 2  | September 10 | **Distributive Negotiation** | Knight/Excalibur Simulation; Distributive Negotiation; Setting a Best Target; Ultimatum | Reading Packet Preface (Grading Policy on Memos); Reading Packet Chapter 1 (Negotiating Highlights); YES chapters 1, 2, 3, and 4; Texoil Debriefing Slides. *(I also recommend reading Bargaining for Advantage at your leisure throughout the semester. It’s that good.)* | Due in class:  
Anonymous Student Survey (last page of this syllabus).  

**Due in our Canvas drop box by Class 2:**  
The comment on the Texoil simulation, which we did in our first class, is due in the drop box on Canvas, following the format I describe in the Assignment memo I distributed in Class 1. Information about what makes a memo excellent appears in the preface the reading packet. Be sure to include your email address and phone number.  

**Due in class:**  
Please bring a copy of your memo for the classmate you wrote about and give it to her after class.  

**If you missed the first class:**  
Please see me after class about the make-up assignment due Class 3.  

**Pick up:**  
Distributive Bargaining Non-Gradable Self-Quiz #2. |
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<td>3.</td>
<td>September 17</td>
<td>Basic Measures of Success</td>
<td>Babylon Cellular Simulation; Alternatives to Agreement; Time Bombs and the first four Measures of Success</td>
<td>YES Chapter 5.</td>
<td>Find attached to the outline for Class 3: Team assignment memo describing the required comment memo on the simulation we do in Class 3. That memo is due in Class 5. Also pick up: Non-Gradable Self-Quiz #3.</td>
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<td>5.</td>
<td>October 1</td>
<td>Preparation</td>
<td>The Five Measures of Success; Pacific Oil Case; Preparing for Difficult Negotiation with I FORESAW IT; Negotiation War Gaming (time permitting).</td>
<td>Reading Packet: Chapter 3 (including Pacific Oil case, and &quot;I FORESAW IT: A Way to Improve Your Preparations for Negotiations&quot;; skip for now Republic exercise and reading which follows it.) Be prepared to discuss the Pacific Oil case. Be ready to discuss what happened when, and what Fountaine did well and poorly.</td>
<td>Due by class: The required comment memo on Babylon Cellular Memo is due in our Canvas dropbox, following the format I describe in the Assignment memo I distributed in Class 3. If you expect to miss class next week, Please arrange to have a classmate pick up a copy of several important handouts, which I'll distribute in Class 6 next week. Pick up: Common Interests Non-Gradable Self-Quiz #5.</td>
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<td>Date</td>
<td>Topic</td>
<td>What We’ll Do</td>
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<td>6</td>
<td>October 8</td>
<td>Multi-issue Negotiation</td>
<td>Rio Copa Simulation; Topics, Targets, &amp; Tradeoffs; Coping with Multi-Issue</td>
<td>Required reading: Reading Packet Chapter 2 review I FORESAW IT article</td>
<td>Pick up: Optional take-home midterm exam AND PowerScreenmaterials.</td>
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<td>Talks with Non-Linear Bargaining and Single Negotiating Texts</td>
<td>discussion of &quot;Topics, Targets, and Tradeoffs”); YES pp. 112-116 (single</td>
<td>Do by the day before Class 8: By the day before Class 8- you and your</td>
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<td>negotiating texts). Also read the Babylon Cellular simulation</td>
<td>teammate, if any, should do the following: first, read the PowerScreen</td>
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<td>debriefing slides you saw in Class 3. A copy is available on Canvas.</td>
<td>materials you picked up in Class 6. Next, you and your teammate should</td>
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<td>(You'll want to review the slides before you write the team memo</td>
<td>prepare to negotiate the PowerScreen simulation and then negotiate with</td>
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<td>you will write on Babylon Cellular.)</td>
<td>the Columbia student(s) who I will have assigned you to. As the memo</td>
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<td><strong>Recommended Reading:</strong> I FORESAW IT: A Breakthrough Tool for</td>
<td>you picked up in Class 6 notes, you may negotiate face-to-face, by phone,</td>
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<td>Negotiating, Decision Making, and Problem Solving (first 30 pages) +</td>
<td>by fax, by email, or any other way you wish. The simulation itself</td>
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<td>Part III- I FORESAW IT 2.0</td>
<td>usually takes one or two hours, though some students take</td>
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<td>considerably longer. You and your teammate will write a required memo</td>
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<td>about it. I describe what your required simulation memo should include</td>
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<td>in the PowerScreen simulation materials handed out in Class 6. The memo</td>
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<td>is due by Class 9. Please don't write up your memo before you attend the</td>
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<td>debriefing in Class 8. Be sure to prepare an I FORESAW IT plan for this</td>
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<td>simulation, which will become an important part of the memo you submit.</td>
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<td>*</td>
<td>October 12</td>
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<td>Due by 11:59 p.m: Optional Take-Home Midterm. If you elect to do the</td>
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<td>exam, you will need to submit it in the drop box on Canvas by 11:59 p.m.</td>
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<td>7</td>
<td>October 17</td>
<td>Consensus</td>
<td>Tower Market Simulation; Consensus Building; Demonstration.</td>
<td>Reading Packet Chapter 4 (Managing the Tension and The Role of the Mediator).</td>
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<td>Topic</td>
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<td>Reading</td>
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<td>8</td>
<td>October 22</td>
<td><strong>Complex Transaction;</strong></td>
<td><strong>PowerScreen Simulation Debriefing:</strong> Complex Transactions; Introduction to Consensus Building: Mitchell at Northern Ireland</td>
<td>No readings</td>
<td>Be prepared to discuss the PowerScreen simulation. See the notes for Class 6 above for details.</td>
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| 9  | October 29 | **Coalitions and Moves Away from the Table** | **FG&T Simulation:** Coalitions Dynamics; Moves Away from the Table- the Bargain Mart case. | **Required reading:** Reading Packet Chapter 5- FG&T Simulation General Instructions  
**Recommended reading:** I FORESAW IT: A Breakthrough Tool for Negotiating, Decision Making, and Problem Solving (last 30 pages.) | **Do by Class:** The required PowerScreen simulation comment memo, following the format I describe in the assignment memo I distributed with the Power Screen materials in Class 6, is due in the Canvas drop box. This is a team memo; the members of your team (i.e., the student(s) who negotiated on your side only) will collectively submit a single memo. Be sure to include each team member's email address and phone number. Each member of the team will get the same grade I assign to the memo.  
**Pick up:** Joint Law School-Business School simulation materials, together with a memo that gives you the name and contact information of your fellow MBA teammate(s) and the law student(s) who will act as your attorney(s).  
**Do in class:** Trade contact information with your assigned MBA teammate for Joint Law School-Business School simulation before you leave class.  
**Do by Class 10:** During the period before Class 10, read over the Joint Law School-Business School simulation materials. Then sometime before Class 10, you and your fellow MBA teammate should contact your attorney(s) by phone, email, or some other telecommunication medium- not face to face- to jointly consider the upcoming negotiations as clients prepare with their attorney for settlement talks. Then, at a time that you and the other side agree to, conduct the settlement negotiations themselves with the other side again by phone, email, or some other telecommunication medium- not face to face. |
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<th>Things To Do</th>
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<tr>
<td>10</td>
<td>FRIDAY, November 8</td>
<td>Negotiating with Lawyers- Joint Law School Simulation</td>
<td><strong>Joint Law School-Business School Simulation:</strong> Negotiating with and through attorneys; Settlement negotiations; Negotiating via telecommunications; Alternative Dispute Resolution</td>
<td>Joint Law School-Business School simulation materials</td>
<td><em>Do by class:</em> Be prepared to discuss the Joint Law School-Business School simulation. See the notes for Class 9 above for details.</td>
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<tr>
<td>11</td>
<td>November 12</td>
<td>Organizational Negotiations I</td>
<td>Colosi Model of Internal-External Negotiations; Video: Siege at Waco; Could It Have Gone Differently? Planning for Organizational Talks.</td>
<td>Reading Packet Chapter 4 (Including the article by Colosi); Moves Away from the Table-“Shaping the Structure” from Breakthrough Business Negotiation: A Toolbox for Managers.</td>
<td><em>Do In class:</em> For the upcoming Bountiful Table simulation, form a team of four including yourself and exchange contact information. During the period before Class 12, your team and you should prepare however you would for an important entrepreneurial negotiation. You will not need to submit anything in writing but your readiness in the simulation will significantly affect your class participation grade. Also, because the exercise is so realistic, you may elect to write about is as your Optional Real Life Project memo.</td>
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<td>12</td>
<td>November 19</td>
<td>High Stakes Negotiations</td>
<td>Bountiful Table simulation; Flagship Airways Part I.</td>
<td>Reading Packet Chapter 6- Bountiful Table Simulation materials.</td>
<td><em>Pick up:</em> Sue or Settle Game Rules (which you’ll need for Class 13). I may also ask you to pick up the ENCO (A) reading for Class 13.</td>
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<td>13</td>
<td>November 26</td>
<td>Deal Consequences and the Decision to Sue or Settle; Beyond Legal Enforceability- the Trust Problem in High-Stakes Agreements</td>
<td>Sue or Settle Game; The Contract as a Partial, Expensive Protection. Litigation and Its Alternatives. Legally Enforceable Agreements and Their Alternatives. Win As Much As You Can and Solutions to the Trust Problem. International Joint Venturing in the Face of the Trust Problem; Sources of Trust. <strong>Flagship Part I</strong></td>
<td><strong>Required Reading:</strong> Sue or Settle Game Rules. Flagship Airways materials. ENCO (A) (if I distributed it earlier). <strong>Recommended Reading:</strong> Reading Packet Reading: Can We Work Together? The Trust Dilemma and the Elements of Agreement.</td>
<td><em>Find attached to outline:</em> The class participation self-assessment form due Class 14 Anonymous additional feedback form due Class 14. <em>Pick up:</em> Flagship Airways Simulation materials.</td>
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<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>What We'll Do</td>
<td>Reading</td>
<td>Things To Do</td>
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<td>14</td>
<td>December 3</td>
<td>Organizational Negotiations II, Concluding Challenges</td>
<td>Flagship Airways Simulation (continued); Complex Talks; Closing Thoughts and Challenges.</td>
<td><strong>Required reading:</strong> Review Flagship Airways Simulation Materials. <strong>Recommended Reading:</strong> Can We Work Together? The Trust Dilemma and the Elements of Agreement.</td>
<td><strong>Due in class:</strong> Class participation self-assessment form and anonymous feedback form. <strong>Also due by class:</strong> The Optional Real Life project (See Reading Packet for details) is due in our Canvas drop box. <strong>Optional at-home final exam:</strong> I will have it sent to you via email at your Columbia email address on Tuesday, December 8 by 11:59 p.m.</td>
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<td>December 12</td>
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<td><strong>Due by 11:59 p.m:</strong> Optional Take-Home Final. If you elect to do the exam, you will need to return it via email (that’s right, email) to both our TA at his/her email address, and to me at <a href="mailto:sf124@columbia.edu">sf124@columbia.edu</a>. One of us will send you a 'got it' message within 36 hours.</td>
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ASSIGNMENTS
(This list does not include reading assignments and out-of-class simulation work)

Class 1  Optional Course Blog post at Canvas→Discussion→Negotiation Course Blog.
Class 2  Anonymous Student Survey
Class 2  Required comment memo on the Texoil simulation* - Type C Assignment
Class 5  Required comment memo by your team on Babylon Cellular simulation* - Type C Assignment.
October 12
by 11:59 p.m.  Optional at home Midterm* – Type C Assignment.
Class 9  Required Comment memo on PowerScreen simulation* - Type A Assignment
Class 14  Optional Real Life project* - Type C Assignment.
Class 14  Class Participation Self-Assessment Form – Type C Assignment.
Class 14  Anonymous additional feedback form

December 12 via email
by 11:59 p.m.  Optional at-home final exam

*Submit in the appropriate online drop box.

= non-gradable assignment

= required, gradable assignment

= optional gradable assignment
Columbia Business School Fall '13 Managerial Negotiation Student Survey
Please take a few minutes before our 2nd class to jot down answers to the following questions. I'm asking these questions to help me learn better how to make the course valuable for you. You may write on the back or attach a sheet if you need more space. You may include your name if you'd like, or you may write anonymously.

1. Tell me about a learning experience at school that was particularly meaningful for you. It could be lecture, an exercise, a case, an assignment, a conversation, or something else altogether. What specifically did the Professor (or others) do that made the experience so rewarding for you?

2. Tell me about the best professor you've ever had. What specifically did you like about his or her approach?

3. Tell me one thing one of your professors did that helped develop a good rapport with your class.

4. How do you feel about negotiation?